DOCUMENT RESUME

ED 112 147 95 CS 002 066

TITLE	The National Urban Coalition Right to Read Project, Phase 2, Production and Dissemination of Parents' Kits and Manuals. Final Report.
INSTITUTION	National Urban Coalition, Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Right to Read Program.
PUB DATE	75
NOTE	68p.; Attachments 2 and 5 removed due to poor reproducibility of material; Manual "Recipes for Reading" (English and Spanish) removed because of poor reproducibility of the colored pages; Not available in hard copy because of poor reproducibility
AVAILABLE FROM	Manual "Recipes for Reading" only: National Urban Coalition, 1201 Connecticut Ave., N.W., Washington, D.C. 20036 ($1.20 per copy)
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Information Dissemination; *Parent Participation; *Program Evaluation; Reading; *Reading Programs; Reports; *Urban Education; Urban Youth
IDENTIFIERS	*Right to Read

ABSTRACT

The first section of this final report consists of a discussion of the production and dissemination of parents' kits and manuals, including a list of the number of manuals sent out and the people to whom they were sent. This section is followed by both a report on the pilot phase of the project, in which toys, books, or materials used in this phase are evaluated or listed, and a report on the dissemination phase. The latter half of the document consists of lists of Right to Read Project participants, chief state school officers, directors of the Education for Parenthood Program, and Child and Family Resource Program contact people, as well as an example of what one nonparticipating coalition did with respect to distribution of the Right to Read "Recipes for Reading." A supplement to this report contains additional information concerning the dissemination evaluation. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112347

FINAL REPORT

NATIONAL URBAN COALITION

RIGHT TO READ PROJECT, PHASE II

PRODUCTION & DISSEMINATION OF PARENTS' KITS & MANUALS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Nancy A. Graham
NUC Project Director
April 30, 1975

BEST COPY AVAILABLE

CS 002 066

PART I

Introduction: Project Goals

The primary purpose of this project is to reach low-income families with the message of the importance of the pre-school years to child development, particularly the development of those Piagetian skills apparently essential to reading. The grant calls for (1) the development and production of 400 "Parents' Kits", to contain examples of materials (toys, games, books) low-income parents might readily use in playing, working and talking with their children, and (2) the development and production of a "Parents' Manual", suggesting sources and resources for such parent/child interactions.

These kits and manuals were in no way to talk down to the target population, although the language used in the manuals was to be simple and easily readable (aided also by illustrations). Our feeling pervades that no one is born knowing how to be a good parent, that almost all parents want their children to be happy, to succeed, etc., that "parenting", therefore, is of interest to everyone and is classless. Indeed, the recent proliferation of "parenting" manuals, primarily designed for the middle classes, further underscored the need for a low-income parent-directed manual. It seemed obvious that, without such, the broad gap between the "haves" and "have nots" of the world would be further broadened by the zeal of the middle class parent.

Toward this goal of providing low-income children with an early better start, we have produced the kits and manuals suggested in the grant, based on the recommendations derived from the pilot project* in Wilmington, Delaware and on our own study of existing manuals.

* This project was designed by the National Urban Coalition and executed by the Urban Coalition of Metropolitan Wilmington. A full report of that project is on file at the Office of Education. It was a home visit program involving kits of materials demonstrated by trained aides.

1. Parents' Kits

A. The pilot project, home visits by trained aides using a kit of commercial materials (see report of pilot project), resulted in the attached evaluation of the toys and games included in that kit, as well as descriptions of the ideas and materials created by the aides and parents, at home and in workshops (also attached).

B. Based on these evaluations, the NUC staff selected and devised materials fulfilling the necessary skill requirements. Some were purchased commercially, others devised from "home" materials. The materials included were to be considered examples of the types of activities to be encouraged. The descriptions are those used to explain to kit-users the functions of the various materials.

The final kit included:

1. Commercial materials:

a. Plastic Dial Telephone -

The telephone encourages verbal skills. Verbal skills may also be developed through pretend games, using dolls or puppets made out of paper bags or old socks or pretend walkie-talkies.

b. Playskool Color Cubes -

These serve at least two purposes:

i. Sorting skills involved in putting all the blocks with triangles in one place, those with squares in another, etc.

ii. Motor skills involved in building.

Many materials can be used for building blocks, e.g., empty milk cartons or shoe boxes, cans. Many things may be sorted, different colored socks in the laundry, cards, poker chips, tableware (knives, forks, spoons), etc.

c. Tape Measure -

This teaches size perception and number concepts, as well as, in the process of measuring, manual dexterity. The eye can be used to gauge size difference, e.g., which stick is longer. Numbers can be learned in many ways - another good one is to ask children to circle all the 2s or 3s or 4s on the food page of the newspaper.

2. Improvised materials:

a. Cork Balls (5) -

These balls of varying sizes are not only fun to play with but they teach the concept of size differences; finally leading to seriation which is the ordering of items according to size, from largest to smallest or vice versa. Every home contains materials that can be similarly used, for example, different size glasses or bowls or cans or screws.

Description of Item: A plastic bag containing five (5) cork bobbers, of different sizes, used by fishermen.

b. Straws for Stringing -

Stringing develops motor skills and is an excellent example of hand-eye coordination. Many other things including macaroni, empty spools and beads can be strung by children. Finger dexterity can be taught through picking up items, e.g., cards from the floor, rice from the table.

Description of Item: A plastic bag containing pieces of striped plastic straws, a plastic needle threaded with orange yarn.

c. Sound Boxes -

These teach children to differentiate and classify sounds. Anytime there are sounds in the house, children can talk about which sound is louder or softer, higher or lower, etc.

Description of Item: Three plastic, capped

pharmaceutical vials; one containing sand, another rice, the third - paper clips.

i. Deck of Cards -

These cards were designed to encourage the development of verbal skills and to teach sorting by color and form. They will also stimulate the imagination. Obviously, parents and children can and should talk about all the things they see -- pictures in newspapers and magazines, television ads and programs, etc. Sorting, too, may be taught and practised using many household items.

Description of Item: Fifty-two (52) cards, 26 comprising a red alphabetical bestiary, 26 in blue, permitting matching by color or animal or name of animal.

3. Books:

a. English -

i. Clifford's Halloween, Norman Bridwell

ii. Rabbit and Skunk and the Big Fight, Carla Stevens

iii. Where Does the Butterfly Go When It Rains, May Garelick

(All books are published by Scholastic Books, New York).

b. Spanish -

i. El Palo de Popa

ii. La Miel

iii. Popa

(All books are published by the Dissemination Center for Bilingual Bicultural Education, Austin, Texas, 78721).

The materials were packed in an attractive, stout box, brightly labeled Recipes for Reading (sample attached). The boxes were packed, as were the individual improvised materials, and the labels attached by the Occupational and Training Workshop, Washington, D. C., hiring retarded citizens to accomplish the tasks.

Also included in the kits were written materials for kit users which included:

a. Pamphlet designed to assist the kit demonstrator (see attached sample).

b. Questionnaire designed by dissemination evaluator, Maure Hurt, Jr., Ph.D., Social Research Group, George Washington University, to be returned to NUC for evaluation (sample is attached).

II. Manuals - Steps in Preparation

A. Review of existing manuals:

An ERIC search was conducted and identified manuals reviewed. Homestart's list of such publications was also consulted and the few manuals not on the ERIC list reviewed;

B. Interviews with people involved in helping low-income families;

C. Formulation of requirements:*

1. Specific direction to low-income families:

a. Simple language;

b. Illustrations;

c. The necessity for color and beauty equivalent to that of other, expensive manuals;

d. Need for the manual in Spanish, also;

e. Non-sexist.

2. Underlying developmental psychology - Piaget.

D. Rich and warm collaboration in writing and illustrating of text, Nancy Graham - text, Dale Loy - illustrations;

E. Critiques and consequent revisions;

F. Translation into Spanish by Jeanette Rivera, NUC Publications staff and Carmen Delgado, NUC Bilingual Bicultural Affairs;

G. Consultations with Richard Deegan, printer par excellence - M. J. Murtaugh Associates, Inc.;

H. Final publication.

* Accomplished with aid of Advisors (See III).

III. Advisory Committee

This committee, appointed to advise on both kits and manuals but functioning primarily, because of their interest, in the latter, consisted of the following active members:

Claire Harrington - UPO, Headstart;

Florence Sequin - Homestart;

Joan Thornell - National Urban Coalition, poet;

Dale Loy - Free lance artist;

Helen O'Leary - Right to Read;

Hector Rodriguez - Deputy Director, Cities Operations, National Urban Coalition;

Beverly Nickens - Independent Foundation, Early Childhood Director.

In addition, the following people provided input and/or critiques for the manual:

Dr. Mark Lieberman - Center for Human Development, Harvard University, Cambridge, Massachusetts;

Dr. Lillian Weber and staff - Workshop Center for Open Education, City College, New York;

Nancy Travis - Day Care and Child Development Council of America, Atlanta, Georgia;

Judy Andrews - Montessori teacher, Washington, D. C.;

Bonnie Mathews - Publications, Civil Rights Commission. Washington, D. C.;

Carmen Delgado - Bilingual/Bicultural Affairs, National Urban Coalition;

ADDENDUM:

The National Urban Coalition staff, its president, M. Carl Holman, and all others, are responsible for the support and advice which throughout this project made it possible and a pleasure always. The administrative assistants, Ellen Emmert, Rosa de la Cotera and, finally, Anne Miller, who took responsibility at crucial times, are particularly appreciated. Phil Sadler is budgeting perfection. Wilbert Morrison and Louise Morton handled and continue to ably handle delivery of materials and manuals. We are also grateful to Ruth Holloway, Right to Read National Director, for recognizing the need for such a project and to Helen O'Leary, Right to Read Program Director, whose counsel was continuous, warm and helpful.

DISSEMINATION OF MANUALS:

In addition to the manuals disseminated with the kits, the following means were used:

A. Mailings to concerned institutions, organizations and other groups (see attached list for examples);

B. Presentations at:

   1. National Right to Read Conference, March 6 - 7, Washington, D. C.;

   2. National Conference on Parent/Early Childhood Education, May 7 - 9, Denver, Colorado.

As a result of these efforts, 7,550 English manuals and 3,365 Spanish manuals have been distributed. Orders keep coming in and the NUC will reprint soon.

RIGHT TO READ

KIT DISSEMINATION

Number of Kits	To
10	Helen O'Leary Right to Read Office of Education 400 Maryland Ave., S. W. Washington, D. C.
1	Peg Gorham Montgomery County Association for Retarded Children 11212 Norris Drive Silver Spring, Maryland
3	Sunny Northrup Teacher Corps Building #3 7th and D Streets, S. W. Washington, D. C.
1	Claire Harrington Headstart United Planning Organization 1021 14th Street, N. W. Washington, D. C.
1	Florence Sequin Homestart 525 School Street, S. W. Washington, D. C. 20202
1	Dr. Harold Morse Appalachian Regional Commission 1666 Connecticut Ave., N. W. Washington, D. C. 20035
1	Nancy Graham 220 Brattle Street Cambridge, Massachusetts 02138
1	Judge Mary Kohler National Commission on Resources for Youth 36th West 44th Street New York, New York 10036

Number of Kits	To
1	Dr. Bernard Watson Dept. of Urban Education Temple University 351 Ritter Hall 13th and Montgomery Streets Philadelphia, Pennsylvania 19122
1	Dr. Maure Hurt, Ph.D. Social Research Group 2401 Virginia Ave., N. W. Washington, D. C. 20037
1	Billie Day Cardoza High School 13th and Clifton Streets, N. W. Washington, D. C.
1	Lillian Weber & Georgia Delano Workshop Center for Open Education 6 Shepard Hall City College 140th St. and Convent Avenue New York, New York 10031
1	Sister Loyola Homestart Xavier College New Orleans, Louisiana
1	Rachel Ladd Washington Heights Child Care 611 W. 171st Street New York, New York 10032
1	Richard F. Deegan 3023 Crest Avenue Cheverly, Maryland
1	Manuel Azevedo Executive Director Greater New Bedford Urban Coalition 106 Spring Street New Bedford, Massachusetts 02740
1	Mr. Lawrence Fagin 437 E. 12th Street New York, New York 10009

Number of Kits	To
65	The Urban Coalition of St. Joseph County, Indiana Suite 703 LaSalle West Building South Bend, Indiana 46601
80	San Antonio Urban Coalition 318 So. Texas Building San Antonio, Texas 78205
50	Stanford Mid-Peninsula Urban Coalition 860 Escondido Road Stanford, California 94305
75	New Detroit, Inc. Room 1010 Commonwealth Building Detroit, Michigan 48226
50	The Philadelphia Urban Coalition 1315 Walnut Street - Suite 300 Philadelphia, Pennsylvania 19107
50	Urban Coalition of Metropolitan Wilmington, Inc. 1300 Market Street - Suite 501 Wilmington, Delaware 19801

RIGHT TO READ

MANUAL DISSEMINATION

NUMBER OF MANUALS		TO
English	Spanish	
25		Kathleen O'Reilly Education Department Sinte Gleska College Rosebud, South Dakota 57570
15	15	Ms. Cora Burke New York Urban Coalition 55 Fifth Avenue 4th Floor New York, New York 10003
15	15	Ms. Diane Gatto Los Angeles City Unified School District Norwood Street Elementary School 2020 Oak Street Los Angeles, California 90007
50	20	Ms. Mary C. Wallace Consumer Education Coordinator Muscatine Community College 152 Colorado Street Muscatine, Iowa 52761
6	6	Sister M. Isolina Ferre, MSBT Executive Director Centro De Orientacion Y Servicios Ave. Padre Noel Num. 30 Playa, Ponce, Puerto Rico 00731
770	45	Ms. Beth Isabelle, Director United Front Homes Day Care Program 285 Ash Street New Bedford, Massachusetts 02740
50		Ms. Williams Charles County Board of Education LaPlata, Maryland

NUMBER OF MANUALS		TO
English	Spanish	
10	5	Mrs. Cleo Koster Community Coordinator Teacher Corps Project School of Education University of South Dakota Vermillion, South Dakota 57069
4	4	Ms. Cynthia Brofski Psychiatric Social Worker 18 Mulberry Street Nassua, New Hampshire 03060
30	15	Ms. Algee Franklin Adult Demonstration Center 13th and K Streets, N. W. Washington, D. C. 20005
1	1	Mrs. Dorothy Todd Reading Consultant Carson City School District P. O. Box 603 Carson City, Nevada 89701
30	5	Jewell A. Cline Pikeville College Pikeville, Kentucky 41501
10	10	Carolyn A. W. Herron, Supervisor Parent Education Office Division of Career and Continuing Education Los Angeles City Unified School District 450 North Grand Avenue Los Angeles, California 90051
10	10	Dr. Robert Brown Montclair Public Schools 22 Valley Road Montclair, New Jersey 07042
10	10	Gay Scott Early Childhood/Aurora Public Libraries 16508 E. Wesley Avenue Aurora, Colorado 80013

NUMBER OF MANUALS		TO
English	Spanish	
25	25	Ms. Bonnie Woodard, Director Child Development Center Clarendon Baptist Church 1210 North Highland Street Arlington, Virginia 22201
25		Ms. Lilly Davidson Dept. of Labor Day Care Center 14th & Independence Ave., N. W. Washington, D. C.
100		Ms. Eunice Eckerly Urban Coalition of Minneapolis 1009 Nicollet Mall - Suite 303 Minneapolis, Minnesota 55403
155	155	Sy Burgis Westchester Coalition, Inc. 20 Church Street White Plains New York 10601
5	5	Elisabeth S. Taylor Associate Professor of Education University of Louisville Louisville, Kentucky 40208
1	1	Ms. Joan Von Mehren 68 Spark Street Cambridge, Massachusetts 02138
1	1	Stanley Kruger Education for Parenthood Project Office of Education Room 2181 400 Maryland Avenue, S. W. Washington, D. C. 20202
1	1	Sidney Rosendorf Education for Parenthood Project Division of Public Education Office of Child Development Post Office Box 1182 Washington, D. C. 20013

NUMBER OF MANUALS		TO
English	Spanish	
1	1	Dr. Phyllis Levenstein Verbal Interaction Project 5 Broadway Freeport, New York 11520
1	1	May Aronson National Institute of Mental Health 5600 Fisher Lane Rockville, Maryland 20852
2	2	Jody Hall Charlotte Central School Charlotte, Vermont
1	1	Priscilla Pierce 604 Ivy Dale Road Wilmington Delaware 19803
1	1	Lisa Hirsh 1396 Beacon Street Brookline, Massachusetts 02146
2	2	Jane Fellman 3366 Deronda Drive Los Angeles, California 90068
1	1	Mr. Carlos Rosario Spanish Affairs 1329 E Street, N. W. - Suite 1007 Washington, D. C. 20004
2	2	Sylvia E. Anderson National Child Day Care Association 1201 North Capitol St. Washington, D. C.
2	2	Thomas C. Taylor, President National Council for Black Child Development 490 L'Enfant Plaza, S. W. Washington, D. C.

NUMBER OF MANUALS		TO
English	Spanish	
1	1	Ms. Gwen Kimbrough Public Schools of Washington, D. C. 415 12th Street, N. W. Washington, D. C. 20004
1	1	Judy Weiss Teacher Education Goddard College Plainfield, Vermont 05667
50		Ms. Sharon Davidson Owl Nursery School 1213 New Hampshire, N. W. Washington, D. C.
1	5	Dr. Norma Brady Department Chairman Inter-American University Hato Rey, Puerto Rico 00919

PROGRESS REPORT

RIGHT TO READ/NUC PROJECT:

FINAL REPORT

OF PILOT PHASE OF PROJECT

INTRODUCTION

The results of the Wilmington Right to Read pilot project were satisfying. There were no miracles. There was hard achievement of goals.

In the area of the development of materials and methods for encouraging the parent/child interaction considered essential to early childhood development, the project produced excellent results. The toys and books contained in the pilot kits were evaluated, so that only those particularly suitable might be included in the final kits. The aide workshops produced numerous ideas for using in-the-home materials for teaching basic skills and concepts. The sensitivity of the aides to the particular needs of low-income families is reflected in these results and will be further reflected in the resulting kits and manuals. These will, unlike most of the "How-to-Manuals" being proliferated, be specifically suitable for our target population.

The particular needs of our population were also underscored in the difficulties encountered in the project. The dire economic conditions served to frustrate some of the activities. Parents who must first be concerned with housing, food and clothing cannot, and frequently do not, take time to attend workshops. The recruitment of families was difficult. There was some turnover. Home visits, although scheduled, sometimes did not take place. These difficulties resulted in staff frustration and consequent turnover of aides and testers. The progress made by the children involved was not significant. Real gains, it is apparent, would require greater and more prolonged effort.

However, these difficulties and the observed needs only served ultimately to underscore the determination of those who stuck with the project to get the message to this population. This is a difficult population to reach. But the message of this program, the importance of early parent/child interaction, is a good one and a proven one. This message must be delivered if the children of low-income families are to achieve in this society. This project again makes it clear that people whose basic needs are not satisfied or are satisfied only through great effort, frequently do not learn to read, among other things. The NUC believes the message can be delivered and will ultimately, with help from other agencies in supplying the basic needs, be heeded.

BOOK PREFERENCE IN PILOT PROJECT

Where Does the Butterfly Go When It Rains

Chicken Little

Clifford the Big Red Dog

The Big Red Fire Engine

Far Away from Home

My Box and String

Animal Counting Book

Alphabet Book

Rabbit and Skunk and the Big Fight

Curious George

Adventures of Spider

Runaway Engine

All about Colors

Clifford's Halloween

TOYS AND GAMES DEVISED BY AIDES IN PILOT PROJECT

The aides created a number of homemade toys and games designed to achieve similar developmental goals to those of the commercial toys. This was another goal of the project. Its implementation was further stimulated by the fact that many of the kit toys disappeared early in the project.

1. Color Lotto

   A game made out of colored paper, designed to teach colors and the sorting of colors.

2. Shape Lotto

   A similar game using shapes instead of colors. In some homes, a combination game was developed.

3. Yarn Dolls

   Dolls made out of colored yarn and used, in the making process, to teach colors and finger dexterity. When completed, they were used to encourage verbal skills.

4. Sewing Designs

   Aides used a type of chicken wire, taped the sharp edges, so that mothers and children could embroider designs.

5. Collages

   This was a means of teaching textures, using different materials.

6. Sound Vials

   Differentiation of sound was taught using plastic vials of rice, paper clips, dried beans, etc.

7. Smell Vials

   Differentiation of smells (ammonia, perfume, vanilla, etc.).

8. Fun Dough

   Manual dexterity through dough made of flour, vegetable oil and food coloring.

9. Finger Painting

   Manual dexterity, color and form. Paint made of whipped Ivory Flakes, starch, food coloring and water.

10. Paper Bag Puppets

    Made of bags and colored paper to go with the books the children chose.

11. Macaroni and Straw Beads

    Manual dexterity through stringing macaroni and cut straws.

12. Seeds

    Flower seeds were planted in egg cartons.

13. Number Blocks

    Nails pounded in blocks (varying numbers) to teach counting.

IN-THE HOME MATERIALS IDENTIFIED IN WORKSHOPS AND/OR UTILIZED IN HOMES

Differentiation of Size

Glasses, buttons, cans, yarn, string, bottles, bowls;

Differentiation of Quantity

Partial quantities:
Glass, bottles, pitcher, fruits, vegetables;

Multiple quantities:
Six packs, egg boxes;

Differentiation of Shapes

Round:
Fruits, vegetables, kitchen clock, buttons, bottle caps, can lids, spectacles, coins, cookies;

Square and rectangle:
Windows, doors, boxes, light switches, paper napkins, Kleenex, bed, table, newspaper, rug, book, magazine, picture;

Triangle:
Roof, piece of pie, carrot, tent;

Colors

Fruits, clothing, household decorations, books, magazines;

Differentiation of Taste

Sugar, lemons, salt;

Differentiation of Sound

Glasses, dropped articles, sound cans;

Classification

Sorting laundry, setting table, cards, naming colors, shapes in room, doing dishes;

Motor Skills

Sewing (yarn and screen), bean bags, tape measure, stacking cans, cutting (for sets of cards), stringing straws, macaroni, tracing;

Rhythms

Jump Rope Rimes
Makeshift instruments, e.g., glasses filled with varying amounts of water, wooden spoons, etc.

EFFECTIVENESS OF TOYS FROM PARENTS' KITS

An evaluation of each toy by four home aides in a staff meeting, September 11, 1974.

1. Telephone

   Children and parents could relate to this toy fairly easily due to presence and use of telephone in most homes. Little children (under 4) generally were not strong enough to move dial. Cord frayed and broke easily. Was probably the toy that survived most frequently, possibly because it was the most sturdy of the lot.

2. Number Cards

   Most of the toys dealing with numbers were not as well liked as others, especially those dealing with color or objects. Children had a harder time with counting and number learning than with color identification. These toys dealing with numbers probably survived the least -- a possible consequence of their lack of populatity. Number cards were easily lost or torn.

3. Jumbo Beads

   Children seemed to like these, with their different colors and shapes. They were popular at the beginning of the program, but the beads seemed to get lost easily.

4. Object Lotto Game

   This game was liked by a couple of white families, but was not evaluated at all in black and Latino families. Aides felt it was too middle-class; many of the objects they did not feel were pertinent to black or Latino living situations. In the white families, the cards and game boards were torn and lost rapidly.

5. Sock Puppet

   Rated not very valuable in terms of parent-child interaction. Parents felt uncomfortable with it. Ornamentations came off easily, leaving not much more than the sock.

6. Finger Puppets

Also rated as making an uncomfortable situation when mother and child were asked to use with each other. These heads came off quickly and the different ones were small enough to misplace easily. However, aides felt that puppets are effective under certain circumstances; for instance, two aides made paper-bag puppets utilizing characters from a book given to the child; the character identification facilitated conversation between the puppets.

7. Rubber Puzzle

This is a good toy for small children (2-3), much too easy for those in the higher age group. Also, this rubber is very easy to tear, and when pieces were lost, the child lost interest in the toy.

8. Attribute Logic Blocks

There were two forms of these in the toy kits; a small set with miniature pieces, and a much larger set. In no instance were the small ones evaluated, as no aide found them in the homes. The larger ones, in most cases, had many pieces missing when the aide went into the home. The parent and child readily identified colors, and, in some instances, shape, but the thick-thin concept was more difficult to get across. This toy did not survive well due to the complexity and number of pieces involved.

9. Feel and Match

One mother liked this. In general, children did not view it as a toy, and mothers seemed not to know exactly what to do with it. Another mother used the cork and rubber discs as coasters. In most homes, these did not survive well.

10. Montessori Counting Rods

This was probably the hardest toy to deal with. None of the aides were really sure how to best utilize them for number concept learning; the transference to the parent was most difficlut. These sticks are unwieldy enough so that it is almost impossible to build with them or use them for another purpose. Aides unanimously felt that these were a waste of money.

11. Flute

This was one of the first toys to disappear in many cases. Several mothers expressed displeasure with their children using this in the house. Aides felt that some sort of drum would be a much better toy in conveying the principles of musical instruments.

12. Color Paddles

This also did not seem to be viewed as a toy by children and mothers alike. The colors were not true, making it difficult for a child to identify different colors and color mixes.

13. Color Cubes

These blocks were one of the more successful toys, except that they were fairly small and got lost easily. As stated before, the color-oriented toys seemed more successful than other toys.

14. Number Fit

The numbers got lost very quickly, making the rest of the game meaningless. This is best for a 3 year old, or a slower 4 year old. It was too advanced for a 2 year old and too easy for a 5 year old.

15. Shape Disc (fit a size)

This could be a much more effective toy if it were not made of this type of rubber. The shapes punch out of the frame, but the frame tears so easily that this makes it impossible to fit the shapes into it. Also, the pieces got lost easily.

16. Playpax

This toy was enjoyed by the older children. In some families, the school-age children took over this game because the pre-school ones had a harder time fitting the pieces together. It was frustrating for little children, as it takes more than a simple movement to fit the pieces together.

17. People Pieces

This toy was only available in one home at the beginning of the program, and this particular child did not like it too much. The aides felt that the people portrayed on the pieces were not readily identifiable as boy, girl, man or woman, at least in the sense that children, are used to them being portrayed.

Conclusions:

One problem central to the disappearance of toys, the aides felt, was the fact that they were all given out at once and not spread out over a period of time to allow each one to be worked on individually.

Secondly, all but about three toys involved multiple parts, usually fairly small in size. Toys that last in the homes are ones that are fairly large and can be used if small parts disappear. Also, many toys could be torn easily and, therefore, not functioning afterwards.

Thirdly, the aides felt that another large problem was the lack of coordination among the kits. In some kits, very easy toys geared more toward the 2 year old level were mixed with toys suitable for a 5 year old thus making it difficult working with the kits. The aides felt that toys in the kits in the future should be carefully selected as to age and skill level, and that these "aged" kits only be given to children of corresponding ages.

In addition, the aides felt that the toys that caused the most parent-child interaction were ones that the mother could get interested in herself. This mainly included those that a design could be created with (jumbo beads, homemade sewing cards, etc.).

The books, however, the aides felt were the most effective tools as far as the project was concerned, except in cases where the mother was not literate (and even in those cases, the aides felt the presence of books in the home could only be a good influence among the children). In most instances the mother and child picked out which book they wanted, which was an important factor in their selectability.

REPORT OF DISSEMINATION PHASE OF THE NATIONAL URBAN COALITION RIGHT TO READ PARENTS' KITS AND MANUALS

REPORT OF DISSEMINATION PHASE OF THE NATIONAL URBAN COALITION - RIGHT TO READ PARENTS' KITS AND MANUALS

The following local affiliates of The National Urban Coalition were selected to participate in the dissemination phase of the NUC Right to Read Parents' Kit and Manual Project:

1) The Urban Coalition of St. Joseph County, Indiana
Suite 703
LaSalle West Building
South Bend, Indiana 46601

Mr. Joseph Dickey, Executive Director

2) San Antonio Urban Coalition
318 South Texas Building
San Antonio, Texas 78205

Mr. Lanny Sinkin, Executive Director

3) Stanford Mid-Peninsula Urban Coalition
860 Escondido Road
Stanford, California 94305

Ms. Lorna Hill, Executive Director

4) New Detroit, Inc.
Room 1010
Commonwealth Building
Detroit, Michigan 48226

Mr. Lawrence Doss, President

5) Philadelphia Urban Coalition
1315 Walnut Street
Suite 300
Philadelphia, Pennsylvania 19107

Mr. Charles Bowser, Executive Director

6) Urban Coalition of Metropolitan Wilmington, Inc.
1300 Market Street
Suite 501
Wilmington, Delaware 19801

Mr. Joseph Wyke, Executive Director

These Coalitions were selected per their responses to the letter of invitation (Attachment #1) sent to thirty-two (32) local coalitions in January, 1975. The letters were followed up by

telephone calls to those coalitions known to be currently concerned with early childhood education projects. No other coalitions responded although it is felt by the NUC Project Director, Nancy Graham, and the NUC Vice President for Field Operations, Sarah Austin, that other coalitions might have responded had there been an opportunity for an explanatory conference and/or preview of the kits and manuals. It was felt, however, that the mini-proposals (Attachment #2) of the six (6) responding coalitions represented an adequate variety of dissemination plans and participating organizations. This variety is reflected in the lists of organizations and groups, at the local level, which received kits and manuals. (Attachment #3).

Accordingly, the kits were distributed the week of March 31st, as follows:

Coalition	No. of Kits
Urban Coalition of St. Joseph County	65
San Antonio Urban Coalition	80
Stanford Mid-Peninsula Urban Coalition	50
New Detroit, Inc.	75
Philadelphia Urban Coalition	50
Urban Coalition of Metropolitan Wilmington	50

It had been agreed that approximately fifteen (15) Manuals would be sent for each Kit, Spanish or English, depending on the population served by the participating organization. Because the Manuals were received from the printer in boxes of 175 each, the actual number, to facilitate shipment, and to better provide more parents, was generous. The breakdown of needs and corresponding numbers of Manuals follows:

Urban Coalition of St. Joseph County

60 Kits requiring 1,050 English Manuals
5 Kits requiring 175 Spanish Manuals

San Antonio Urban Coalition

40 Kits requiring 700 English Manuals
40 Kits requiring 700 Spanish Manuals

Stanford Mid-Peninsula Urban Coalition

45 Kits requiring 700 English Manuals
5 Kits requiring 175 Spanish Manuals

New Detroit, Inc.

55 Kits requiring 875 English Manuals
20 Kits requiring 350 Spanish Manuals

Philadelphia Urban Coalition

46 Kits requiring 700 English Manuals
4 Kits requiring 175 Spanish Manuals

Urban Coalition of Metropolitan Wilmington, Inc.

40 Kits requiring 700 English Manuals
10 Kits requiring 175 Spanish Manuals

English Manuals were distributed the week of March 31st, Spanish Manuals the week of April 14th.

The proposed payment of $1,200.00 per 50 Kits distributed was based on costs estimated by Mr. Joseph Wyke, Executive Director of The Urban Coalition of Metropolitan Wilmington, Inc. Mr. Wyke directed the pilot phase of the Project and was, therefore, familiar with the finances. Attachment #4 contains the breakdown in dollar allotments to the Coalitions.

In addition to the above distribution of Kits and Manuals, the following representatives of concerned organizations and/or Project Advisory Committee members received one Kit and samples of the English and Spanish Manuals:

Peg Gorham
Montgomery County Association for Retarded Children
11212 Norris Drive
Silver Spring, Maryland

Sunbeam Northrup
Teacher Corps
Building #3 - Office of Education
7th and D Streets, S. W.
Washington, D. C. 20202

Florence Sequin
Homestart
525 School Street, S. W.
Washington, D. C. 20202

Rachel Ladd
Washington Heights Child Care Center
New York City, New York

Claire Harrington
Headstart - United Planning Organization
1021 14th Street, N. W.
Washington, D. C.

Dr. Harold Morse
Appalachian Regional Commission
1666 Connecticut Ave., N. W.
Washington, D. C.

Dr. Lillian Weber
Workshop Center for Open Education
City College
140th Street and Convent Avenue
New York, New York 10031

Lawrence Fagin
St. Mark's Church
New York, New York

Billie Day
Cardoza High School
Early Childhood Education Program
Washington, D. C.

Dr. Maure Hurt, Jr.
Social Research Group
George Washington University
Washington, D. C.
(Dr. Hurt is doing the evaluation of the dissemination).

Nancy Graham
National Urban Coalition
Project Director
(For use at (a) Office of Child Development - Education Development Center Conference, Educating for Parenthood, April 17, Newton, Mass.; and (b) Office of Education National Conference on Parenting, Denver, Colorado, May 5-7).

The above mentioned two conferences to be attended by Mrs. Graham are part of the dissemination effort. The Denver conference, as it will be attended by state school officers and legislators, affords an opportunity to reach a great diversity of organizations. Mrs. Graham has been asked to conduct two workshops at this conference.

In addition, Manuals were distributed to state and city school officers, organizations and individuals concerned with early childhood education, colleges and universities, etc. Attached (Attachment #5) is this initial mailing list. As requests are received by The National Urban Coalition, copies will be distributed to other interested groups.

ATTACHMENT #1

The National Urban Coalition
1201 Connecticut Ave., N.W. • Washington, D.C. 20036 • 202/293-7625

January 21, 1975

MEMORANDUM

TO : Local Coalition Directors

FROM : Sarah S. Austin SSA

SUBJECT: Invitation for Proposals for Right-to-Read Parent Kit Dissemination

As you may remember, the NUC has been working to develop a means for assisting low-income parents stimulate the optimal development of their preschool children. Unless children attain a certain level of development by the time they enter school, they begin with inadequate preparation. While some catch up, most do not. They continue to fall further behind and finally many become drop-outs. Many problems are caused by our inability to reach the parents and their children while at the preschool age. Obviously, there are economic conditions which make the job difficult. The poor must concern themselves with basic necessities before less pressing needs can be considered. Due to the recent proliferation of child development materials for parents, (generally written by and geared to the middle-class) the social and educational gap between the lower and middle classes has widened.

The Urban Coalition of Metrpolitan Wilmington did an outstanding job on the pilot Right-to-Read project. Their efforts exemplified the difficulties of reaching our target population. The results in terms of materials and methods produced were excellent, but the desired impact on the families was not substantial in the area of cognitive development. This experience is further evidence of NUC's need to stress the importance of early childhood development to our target population, the urban poor.

Based on the materials and methods devised in the pilot project, we will produce 400 "Parent Kits" and 2,500 manuals. We have proposed two possible plans for the dissemination of the kits. Plan I is aimed for distribution to instructors of parent educators for the purpose of instructing them in the concepts and techniques introduced. Such teachers of parenting skills would include college and high school instructors, supervisory personnel responsible for training field workers in such areas as public health, social service, day care, Red Cross, etc.

Chairman: Walter N. Rothschild, Jr. / *President:* M. Carl Holman
Co-Chairpersons: Andrew Heiskell, Vernon E. Jordan, Jr., James M. Roche, Sol M. Linowitz, Lucy Wilson Benson, Joseph J. Bernal
Secretary: Clifford L. Alexander, Jr. / *Treasurer:* Glenn E. Watts

Plan II would provide kits to the parent educators for use in working with the parents. Parents can in turn provide materials similar to those found in the kit which should encourage parent/child interaction.

The primary support needed from the local coalitions is to identify and involve potential participants in the dissemination project. Ideally, a local coalition would identify persons and/or organizations who will assist in the evaluation of the dissemination plan and participate in the implementation of the Parent Kit. In addition, the local coalitions will be expected to distribute the Parent Kits and monitor the results of a questionnaire presented to each participant.

We are inviting interested coalitions to propose plans for dissemination and procedures for follow up in their respective cities. The Wilmington Coalition, based on past experiences, estimates the dissemination of 50 kits. The Wilmington experience indicates that an adequate amount for expenses and service would be $1,200 per 50 kits. The number of kits may vary depending upon the size of the city.

The projected time table is:

Deadline for local coalitions' proposals:	February 12
Selection and notification of participating coalitions:	February 28
Delivery of kits and manuals to local coalitions:	March 15
Dissemination by local coalitions:	April 1
Report by local coalitions:	April 15*

The NUC hopes that the local coalitions will join in this effort to aid inner-city children in their social and educational development by improving the young child's home environment and encouraging warm and productive parent/child interaction.

We look forward to receiving your proposals. Proposals should be short and include estimates of the number of kits needed, organizations available for recruitment, budget, staff and capability statement.

*Questionnaires will be distributed with the kits and be collected by the local coalitions for the NUC's evaluation. If you have questions, please call Nancy Graham, Project Director.

RIGHT TO READ PROJECT

PARTICIPANTS

NAME	ADDRESS
MRS. BOOTH 652-3445	Delaware Adolescent Program, Incorporated Brown School Building 14th and Market Streets
MS. MARY SHMOYER 658-4171	West End Neighborhood House 710 North Lincoln Street Wilmington, DE 19805
MRS. MARY OWENS 658-4133	Peoples Settlement Association 408 East Eighth Street Wilmington, DE 19801
MRS. MYRNA BILLINGS 764-9022	Kingswood Community Center 23rd and Bowers Streets Wilmington, DE 19802
ED SPURLOCK 571-4266	West Center City Community Center 501 North Madison Street Wilmington, DE 19805
MRS. MARY WHITE or MRS. MOSLEY 652-3928	Neighborhood House 1218 B Street Wilmington, DE 19801
MS. EDYTHE PRIDGEN 656-8519	DeLaWarr Community Development Corporation C/O Dunleith Community School Taladega and Hastie Drives Wilmington, DE 19801
MRS. GLORIA CONNER 999-0981	Belvidere State Service Center 1306 Newport Gap Pike Wilmington, DE 19804
MRS. PAULINE LUSKIN 655-3359	New Castle County Head Start Education Director 1107 North Madison Street Wilmington, DE 19801
MRS. PHYLLIS PURNELL 429-7556	Wilmington Title I Advisory Committee 625 East Tenth Street Wilmington, DE 19801

NAME	ADDRESS
MR. STREET 654-6193	Parents Educational Resource Center 103 West Seventh Street Wilmington, DE 19801
MS. VAN GULICK 429-7508	Cedar Hill School Parents' Program Cedar and Broom Streets Wilmington, DE 19805
MRS. SYLVIA JACKSON 429-7501	Project HIT Cool Springs Community School Tenth and Van Buren Streets Wilmington, DE 19801
MRS. NANCY EDWARDS 429-7451	Manpower Day Care Training Program Brown School Building 14th and Market Streets Wilmington, DE 19801
MRS. DIANE NICHOLS 731-4925	C/O Newark Day Nursery Association 292 West Main Street Newark, DE 19711
MRS. YVONNE INGRAM 656-3224	Zion Day Care Center 508 North Van Buren Street Wilmington, DE 19805
MISS CECILE ESTEVES 656-6586	La Borinquena 415 West Fourth Street Wilmington, DE 19801
REV. BERMUDAS 654-8849	Migrant Home Committee, Inc. 505 Washington Street Wilmington, DE 19801
JOHN CARNEY, Director Child Development and Guidance 429-7011	Wilmington School District 14th and Washington Streets Wilmington, DE 19801
MS. ANNE KERSTETTER Director Home Economics Department 429-7011	Wilmington School District 14th and Washington Streets Wilmington, DE 19801

RIGHT TO READ PROJECT
PARTICIPANTS

NAME	ADDRESS
MRS. VERA MURRAY Right to Read Coordinator 429-7195	Wilmington School District 14th and Washington Streets Wilmington, DE 19801
LOUIS MENDEZ Bi-lingual Cultural Program 429-7583	Wilmington School District 14th and Washington Streets Wilmington, DE 19801
MRS. RENITA PEARCE Right to Read Coordinator 658-8050, ext. 276	DeLaWarr School District Chase Avenue and Garfield Park New Castle, DE 19720
MRS. LAURA SUTHERLAND 328-9401	Early Childhood Education Department Wilmington College Wilmington Manor New Castle, DE 19720
DR. CAROL VUKELICH 738-2000	University of Delaware Education Building 303 F Newark, DE 19711
MS. SHIRLEY POLLER Day Care Center Consultant 762-6860	State Division of Social Services Post Office Box 309 28th and Governor Printz Boulevard Wilmington, DE 19802
MS. FILETI Foster Home Consultant 762-6860	State Division of Social Services Post Office Box 309 28th and Governor Printz Boulevard Wilmington, DE 19899
MRS. KATHLEEN BROWN 655-5555	Wilmington Housing Authority Homemaker Services 2403 East 28th Street Wilmington, DE 19802
MISS SALLY NARWOLD Nursing Supervisor 571-1000, ext. 258	Alfred I. Dupont Institute Rockland Road Wilmington, DE 19803
MRS. DORRIS SCHWARTZ 658-5205	Visiting Nurses Association of Wilmington, Incorporated 104 Greenhill Avenue Wilmington, DE 19805

RIGHT TO READ PROJECT
PARTICIPANTS

NAME	ADDRESS
MRS. ANTKIEWICZ 571-3492	Foster Grandparents Ninth and Orange Streets Wilmington, DE 19801
MRS. MARION LEVENBERG 655-4444	Bureau for the Visually Impaired 305 West Eighth Street Wilmington, DE 19801
JACK TOWNSEND 738-1231	Volunteers Bureau 401 Academy Street Newark, DE 19711
MRS. HELEN PHILLIPS 655-3341	American Red Cross 910 Gilpin Avenue Wilmington, DE 19806
MR. JOHN F. CURRAN 478-5000, ext. 251	Brandywine High Student Volunteers 1400 Foulk Road Wilmington, DE 19803
EDWARD SCHMERTZ, JR. 478-5000	Concord High Student Volunteers Ebright and Naamans Road Wilmington, DE 19810
MS. HARRIET LYONS 656-8308	Mental Health Association of Delaware 1813 North Franklin Street Wilmington, DE 19802
MRS. SHIRLEY DEEDON, President Title I Parents Advisory Council for Non-Pulic Schools (Night) 658-7644	C/O Urban Renewal Odd Fellows Building 920 King Street Wilmington, DE 19801
655-8023	Sharon Temple Day Care Center 619 North Dupont Street Wilmington, DE 19805
MRS. SHARON McCAIN 656-0485	West Center City Day Care Nursery 900 Washington Street Wilmington, DE 19801
WILLIAM H. ANDERSON, Chairman National Title I Parents Advisory Committee 655-9683	C/O Project ACT 412 West Sixth Street Wilmington, DE 19801

RIGHT TO READ PROJECT
PARTICIPANTS

NAME	ADDRESS
MRS. KATHERINE MURRAY 652-8615	Title I Parents Advisory Board DeLaWarr District DeLaWarr School District Office Chase Avenue New Castle, DE 19720
BRIAN ANDERSON 731-2251	Newark School District 83 East Main Street Newark, DE 19711
MRS. MAURICE MOYER 652-0129	Community Day Nursery, Inc. One Herbert Drive New Castle, DE 19720
MRS. ASHE 652-1364	La Fiesta Day Care Center 1328 West Eighth Street Wilmington, DE 19805
MS. BARBARA SHEPPARD	Northeast Area Partners, Inc. 2617 North Claymont Street Wilmington, DE 19802
MRS. ELLEN McKINNEY 654-5521	Rodney Day Care Center 1502 West 13th Street Wilmington, DE 19806
MRS. LENNIE LEWIS 656-3389	St. Michael's Day Nursery, Inc. 305 West Seventh Street Wilmington, DE 19801

/gjw

4.22.75

NEW DETROIT, INC.

RIGHT-TO-READ PROJECT

NAME	SCHOOL/ORGANIZATION	# OF KITS	# OF MANUALS
Victoria Mayberry	Highland Park Schools	12	200
Alice Lyte	Semi-Quois Organization	4	60
Doris Grozner	Fitzgerald Community Council	2	30
Helen Kelly	PRESCAD	6	90
Deborah Squire	Project Child	1	15
Gladys Woodard	Delray United Action Council	5	75
Eleanor Nichols	Neighborhood Operation Council	2	30
Irma Craft	Southwest Community Association	1	15
Pam Herell	Inner-City Sub-Center	2	30
Christina Scarpella	Latino Community	20	300
Gerald Smith	Family Neighborhood Services	3	45
Bernard Parker	Operation Get Down	2	30
Hubbard (Paul Hubbard's wife)	Negro Women's Business & Professional Clubs	1	15
----------	Career Development Center	1	15
Jane Parnell	Woman Center	1	15

ATTACHMENT #4

BREAKDOWN IN DOLLAR ALLOTMENTS TO COALITIONS PARTICIPATING IN THE DISSEMINATION PROGRAM BASED ON $15.00 PER KIT:

Participating Coalition	No. of Kits	Amount Disbursed
New Detroit, Inc.	75	$ 1,800.00
The Philadelphia Urban Coalition	50	1,200.00
San Antonio Urban Coalition	80	1,920.00
The Urban Coalition of St. Joseph County, Indiana	65	1,560.00
Stanford Mid-Peninsula Urban Coalition	50	1,200.00
Urban Coalition of Metropolitan Wilmington, Inc.	50	1,200.00
	TOTAL DISBURSED	$ 8,880.00

EXAMPLE OF WHAT ONE NON-PARTICIPATING COALITION DID WITH RESPECT TO DISTRIBUTION OF THE RIGHT TO READ RECIPES FOR READING (RECETAS PARA LEER).

WESTCHESTER COALITION, INC.
20 CHURCH ST., WHITE PLAINS, N. Y. 10601
(914) 949-2104

May 20, 1975

Ms. Nancy A. Graham
Senior Consultant
National Urban Coalition, Inc.
1201 Connecticut Avenue, N. W.
Washington, D. C. 20036

Dear Ms. Graham:

Enclosed please find the list of Child Development Programs in Westchester County who have received the booklet "Recipes for Reading".

I hope this information can assist you in any way possible.

Asante

Sy Burgess

Sy Burgess,
Executive Secretary
Westchester Coalition, Inc.

enc.

A Report on the Dissemination Evaluation of the National Urban Coalition's Right to Read Project Phase II

by

Maure Hurt, Jr., Ph.D.
Consultant in Educational Research

July, 1975

Introduction

This report is intended to be used as a supplement to the Final Report of the National Urban Coalition's Right to Read Project.[1]

The goal of the dissemination effort was to get the materials and literature to as many children as possible. One solution was to present the 400 Kits to 400 families - this was rejected for a number of reasons, but chiefly because of the one to one ratio. It was felt that the Kits were more useful as exemplars of what might be done by the parents and children in the home. This approach suggested that the kits be distributed through the local coalitions to persons acting in teaching roles with parents or parent teachers.

These individuals, by using the Kits both in didactic and modeling processes, could create a multiplier effect which would reach thousands of children rather than hundreds.

Procedure

The object of the dissemination evaluation was twofold; (1) to determine the number of those parents who might potentially be in contact with the ideas and materials contained in the Parents' Kits and the Parents' Manual and (2) to get an estimate from the using clientele of the effectiveness of the Parents' Kits.

With these two sub-objectives in mind, the local coalitions who had expressed interest were provided with manuals and Kits. Table 1 on the following page provides a breakdown of the Kit distribution by location.

---

[1]Graham, Nancy A. Final Report, National Urban Coalition Right to Read Project, Phase II Production & Dissemination of Parents' Kits & Manuals. April 30, 1975.

Table 1

Distribution of Parents' Kits

Site	Number of Kits
Urban Coalition of St. Joseph County	65
San Antonio Urban Coalition	80
Stanford Mid-Peninsula Urban Coalition	50
New Detriot, Inc.	75
Philadelphia Urban Coalition	50
Urban Coalition of Metropolitan Wilmington	50
Total:	370

The local coalitions then distributed the Kits to parent educators or teachers of parent educators. Each Kit recipient was asked to fill out a questionnaire (See Appendix A - Questionnaire for Kit Users) and return it to the National Urban Coalition Project Director.

The questionnaire asked for information on the nature of the group the recipient was working with, estimates on the anticipated size of the group or groups, and an estimate of the effectiveness of the Kit materials. Names of volunteers for subsequent follow-up studies were also solicited.

The data from the questionnaires was keypunched and verified. Efforts were made via telephone to urge those who received Kits to return the questionnaire, but an arbitrary cutoff date of June 25, 1975 was set so as to facilitate the analysis of those questionnaires submitted.

A number of assumptions were made with regard to the reported data on the questionnaire. First, if the spaces for "minimum," "average," and "maximum" numbers reached were left blank it was assumed that at least one person was reached - the recipient - therefore a value of 1 was given for all three values. Second, the "average number" must be a value between the "minimum number" and the "maximum number." In some cases there seemed to be confusion on this point and the "average number" value was less than the minimum.

Although there could be justification for adjusting the average value to the mean of the "minimum number" and the "maximum number" a more conservative approach was used and the "minimum number" was also taken as the "average number." This was also done if the "average number" was missing.

Results

Although every Parents' Kit contained the questionnaire, the rate of return was not as high as expected. Table 2 below presents the number of questionnaires returned by site.

Table 2

Return Rate by Site of Parents' Kit Questionnaire

Site (Kits Distributed)	Questionnaires Returned	Percentage Return
Urban Coalition of St. Joseph County (65)	32	49.2%
San Antonio Urban Coalition (80)	29	36.3%
Stanford Mid-Peninsula Urban Coalition (50)	43	86.0%
New Detroit, Inc. (75)	2	2.7%
Philadelphia Urban Coalition (50)	-	-
Urban Coalition of Metropolitan Wilmington (50)	23	46.0%
Sub-Total: (370)	129	34.9%
Miscellaneous*	5	Unknown
Total: (370)	134	

*Some Kits were sent out on an individual basis. These are included in the Total sample analyses.

Estimates on Scope of Dissemination. The major thrust of the dissemination analysis is the degree to which the Parents' Kits could be used to help parents teach their children. In order to set an estimate of this, each kit recipient was asked the following questions:

a. I feel quite certain that I will be working with at least _____ parents/teachers using the parent kit.

b. I feel that I could expect, on the average, to be working with _____ parents/teachers using the parent kit.

c. Within the next year about the largest number of teachers/parents I could be working with would be _____.

For the total group, the minimum number of contacts ranged from 1 to 240. The latter figure was provided by the director of a large program. This same director provided the high end of the range for average number of contacts which was 1 to 360, and for the maximum number of contacts, 1 to 600.

Table 3

Total Group Contacts; Minimum, Average, and Maximum

	Minimum	Average	Maximum
Number of Contacts:	1,583	1,977	3,266
Mean	11.81	14.75	24.34
Standard Deviation	23.25	33.62	56.56

A major division was the clinetele which each Kit recipient was working with, some dealt with other teachers while others worked directly with parents. This partitioning was of interst because the teachers of teachers could create a greater multiplier effect through the use of the Parents' Kit, but that effect would probably not be as strong at the child's level as would a teacher using the Kit and teaching parents directly. Although this was not measured, a follow-up study could examine this hypothesis.

Using target group as a partitioning variable, the results are given in Table 4. All data was used in this analysis.

Table 4

Group Contacts by Client Group: Minimum, Average, Maximum

Clientele	Statistic	Minimum	Average	Maximum
Teachers N = 52	Number of Contacts	817	955	1,582
	Mean	15.71	18.37	30.42
	Standard Deviation	15.02	17.14	27.81
Parents N = 82	Number of Contacts	766	1,022	1,679
	Mean	9.34	12.46	20.48
	Standard Deviation	26.92	40.58	68.55

The third partitioning variable of interst was that of Site. Only four of the six sites which received Parents' Kits returned any appreciable percentage of the questionnaires. The data from the remaining sites and the indirectly sent Parents' Kits are not included in these statistics.

In the questionnaires returned from recipients in the Palo Alto area, very few filled out the estimates for number of contacts with a value greater than 1 although the rate of return was the highest of the sites. (See Table 5 on the following page.)

Table 5

Group Contacts by Site: Minimum, Average, and Maximum

Site	Statistic	Minimum	Average	Maximum
Wilmington N = 23	Number of Contacts	527	760	1,275
	Mean	22.91	33.04	55.43
	Standard Deviation	47.37	71.71	119.22
Palo Alto N = 43	Number of Contacts	89	89	96
	Mean	2.07	2.07	2.23
	Standard Deviation	2.89	2.89	3.37
San Antonio N = 29	Number of Contacts	574	562	1,108
	Mean	19.79	22.48	38.21
	Standard Deviation	17.05	18.90	29.39
St. Joseph County N = 32	Number of Contacts	258	281	384
	Mean	8.06	8.78	12.00
	Standard Deviation	8.07	8.16	11.27

Evaluation of Materials

The materials in the Parents' Kits have been extensively evaluated on an "in-service" basis during the project phase which took place in Wilmington prior to the dissemination phase. It was the intent in this part of the dissemination evaluation to gain an estimate of the perceived value of the materials prior to actual field use.

This estimate was gained by asking the Kit recipient to rate the effectiveness of the materials on a 1 to 5 scale (5 high) for the uses expressed in Table 6 on the following page.

Table 6

Materials Rating Uses

Skill	Material
Perceptual (P)	Sound Boxes Color Cubes Imaginary Animal Cards
Verbal (V)	Telephones Books Imaginary Animal Cards
Motor (M)	Color Cubes Stringing Straws Tape Measure
Conceptual (C)	Cork Balls: Seriation Tape Measure

For the group as a whole, the ratings were uniformly high as reflected in Table 7 below.

Table 7

Material Ratings: Total Group Rating Frequencies

	Rating Scale					
Material (Skill)	1	2	3	4	5	Mean
Sound Boxes (P)	1	3	18	23	37	4.12
Color Cubes (P)	0	5	7	33	42	4.29
Imaginary Animal Cards (P)	5	11	24	22	22	3.54
Telephones (V)	5	3	6	24	49	4.25
Books (V)	5	4	11	20	47	4.15
Imaginary Animal Cards (V)	5	7	23	19	32	3.77
Color Cubes (M)	2	3	12	35	34	4.12
Stringing Straws (M)	6	3	12	25	40	4.05
Tape Measure (M)	7	14	22	20	24	3.46
Cork Balls: Seriation (C)	4	8	10	25	40	4.02
Tape Measure (C)	7	6	26	26	21	3.56

Perhaps more interesting from an evaluation point, is the difference in ratings given by recipients concerned with teaching teachers versus those concerned with parents. Table 8 presents these statistics.

Table 8

Material Ratings: Portioned by Target Group

Material (Skill)	Rating Frequencies Teacher/Parent 1	2	3	4	5	Mean
Sound Boxes (P)	0/1	2/1	5/13	14/9	20/17	4.27/3.98
Color Cubes (P)	0/0	1/4	3/4	16/17	22/20	4.40/4.18
Imaginary Animal Cards (P)	1/4	7/4	13/11	12/10	8/14	3.46/3.60
Telephones (V)	1/4	1/2	3/3	10/14	27/22	4.45/4.07
Books (V)	1/4	1/3	2/9	11/9	27/20	4.48/3.84
Imaginary Animal Cards (V)	1/4	3/4	14/9	10/9	14/18	3.79/3.75
Color Cubes (M)	1/1	0/3	4/8	15/20	21/13	4.34/3.91
Stringing Straws (M)	0/6	1/2	3/9	15/10	23/17	4.43/3.68
Tape Measure (M)	1/6	5/9	12/10	11/9	13/11	3.71/3.22
Cork Balls: Seriation (C)	1/3	0/8	4/6	14/11	23/17	4.38/3.69
Tape Measure (C)	0/7	0/6	13/13	16/10	13/8	4.00/3.14

Table 9 is used to present the ratings of the materials by individual site. At one site no materials ratings were provided by the recipients as the zeros indicate. (See Table 9 on following page.)

Table 9

Mean Materials Ratings by Site

Material (Skill)	Wilmington	Stanford	San Antonio	St. Joseph County
Sound Boxes (P)	4.05	.00	3.93	4.41
Color Cubes (P)	4.33	.00	4.50	4.00
Imaginary Animal Cards (P)	3.38	.00	3.52	3.74
Telephones (V)	4.24	.00	4.39	4.03
Books (V)	4.38	.00	4.39	3.75
Imaginary Animal Cards (V)	3.48	.00	3.78	4.03
Color Cubes (M)	4.14	.00	4.44	3.84
Stringing Straws (M)	4.10	.00	4.14	3.81
Tape Measure (M)	3.38	.00	3.50	3.50
Cork Balls: Seriation (C)	4.05	.00	4.07	3.88
Tape Measure (C)	3.67	.00	3.61	3.47

Discussion

Scope of Dissemination. The major question in the evaluation of the dissemination effort that was answerable from the data on the questionnaires was: How many parents could be reached through the dissemination of the Parents' Kits?

The answer to this question can be approached in a number of ways and with varying degrees of accuracy. In this case, the low percentage of return tends to be detrimental to the quality of any estimate and this consideration should be kept in mind.

One approach would be to extrapolate from the total sample of returns which would yield the following.

Table 10

Total Sample Estimate of Parents Reached

	Minimum	Average	Maximum
Number of parents reached =	4,371	5,459	9,018

These figures are based on the assumption that those recipients who are concerned with teachers reach those teachers who in turn reach only one parent.

A second approach assumes that the sample values for the recipients concerned with parents may be generated for the teachers who are the direct concern of the recipients dealing with teachers of parents instead of the parents themselves.

These estimates have two components, the first is the extrapolated value derived from the data on recipients who are teachers of parents, the second from the data on those who are teachers of teachers.

Table 11

Two-Stage Estimate of Parents Reached

	Minimum	Average	Maximum
Number of Parents Reached by Parent-Teachers	2,485	2,817	4,267
Number of Parents Reached by Teacher-Teachers	21,136	32,960	247,201
TOTAL	23,621	35,777	251,828

Based on the extrapolation of the maximum values given in the data and using an approach which utilizes a "multiplier effect" hypothetically 251,828 parents could be reached by individuals who had either direct or indirect exposre to the Parents' Kit. Although mathematically defensible, it is rather unlikely that a quarter of a million parents will be influenced by 370 Parents'

Kits, but certainly more than 370 parents will receive some benefit from this method of dissemination.

In view of the many unknowns in the dissemination effort and the later use of the Kits, a realistic estimate would probably be between 2,500 and 4,500 parents would come in contact with a teacher who had had direct experience with the use of the Parents' Kit and some conceptual command of the methodology inherent in the use of the Kit materials or possible substitutes from the home environment.

Ratings of Materials

The ratings of the materials were on the whole quite high. There was a marked difference between the teachers of teacher (TT group) recipients and the teachers of parents (TP group) recipients. The "TT's" rated the materials uniformly higher than did the "TP's" with the lone exception of the Imaginary Animal Cards used to develop perceptual skills. This might be attributable to lack of familiarity with the creatures depicted on the cards, ranging from the familiar methological names such as "dragon" and "unicorn" to more exotic ones like the "ziphius"[1] and "notcule"[2]. These low ratings of the Imaginary Animal Cards formed a pattern for across both uses of the cards, perceptual and verbal. If this pattern is also observed in follow-up studies, it might be advisable to substitute other materials.

The other item which received low ratings was the Tape Measure. For use in developing conceptual and motor skills the "TP's" gave this item the lowest ratings of all items which agrees approximately with the "TT's" who rated it as second from the bottom in assisting development of motor skills and fourth as far as conceptual skills.

The rest of the items were quite close toegther in their ratings ranging from 4.27 to 4.48 for the "TT" group and 3.69 to 4.07 ratings from the "TP" group. The difference in range again points out the lower ratings given by the "TP" group.

---

[1] Beaked whale - possibly the narwhal

[2] Type of small owl

It is possible that a number of the Parents' Kits which were intended for individuals working with parents, were given directly to parents. The questionnaires in some cases seem to indicate this where the name of the recipient was the same as the name supplied as a parent volunteer in any subsequent follow-up studies of the dissemination effort. If this assumption is correct, the lack of pedagogical training for these individuals might lead to a neutral evaluation of the materials in the Kit.

Summary

During the dissemination phase of the National Urban Coalition's Right-to-Read Project, 370 Parents' Kits were distributed to six local coalitions for distribution to two classes of teachers; the first having direct contact with parents and the second group teaching parent educators. A questionnaire asking for estimates on the number of parents or teachers reached and ratings of the materials in the Kits were included in the Parents' Kits. A total of 134 were received in time for analysis. An estimated 2,500 to 4,500 parents will be reached, either directly or indirectly through Parent Kit recipients. The ratings which reflected the recipients evaluation of the Kit materials were quite high, ranging from 3.14 to 4.48 on a scale from 1 to 5. One site did not rate the materials.

Appendix A

QUESTIONNAIRE FOR KIT USERS

QUESTIONNAIRE FOR KIT USERS

URGENT

Please complete and mail the questionnaire, as soon as possible after receiving the kit. The information from the questionnaires will enable us to approximate the number of people who may be reached by this project as well as providing information regarding the materials in the kit.

Thank you.

THE NATIONAL URBAN COALITION
Right-to-Read Parent's Kit
Evaluation Questionnaire

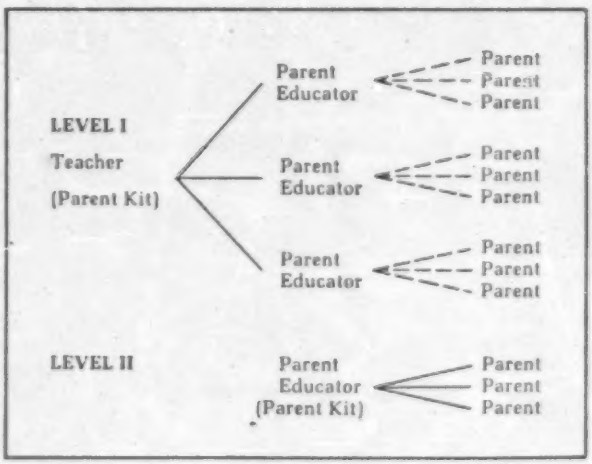
This Parent's Kit is part of an effort by the National Urban Coalition and the local urban coalitions to help children. We hope to further the cognitive development of urban children by providing ideas and techniques with which the mother can interact with the child and help him develop. To do this we need your help as a parent educator.

We feel that the kits are useful as teaching tools and we have summed up a few ideas in the manual about using them. We also think that these ideas can be improved. The National Urban Coalition sees this effort as a long-term project. We hope to improve the kits and the ways to use these materials. At the same time we are trying to evaluate our means of dissemination.

This questionnaire has a three-fold purpose: (1) to ask for your evaluation of the kit; (2) to find out how many parents will come in contact with a parent educator who has used the kit; and (3) to identify parent educators and parents for involvement in a future long term evaluation of the kit and manual in terms of impact on teachers, parents, and children.

We hope to have two levels of dissemination for the kits. One level will be to teachers of parent educators, and the other to the parent educator directly. There is a tradeoff in this plan, as we reach large numbers of parents with small numbers of kits. In the "teachers of parent educators" level the parents won't actually see the kits, only the ideas and concepts via the parent educators who understand the techniques and who have observed the kits being used. At the other level the parent educator will have a kit to use when working with parents, but this approach takes many more kits and the ideas and concept dissemination reaches only the parents in direct contact with that teacher.

The materials in the parent's kit are classified according to the readiness skills they are intended to develop in the child: (1) perceptual; (2) verbal; (3) motor; and (4) conceptual skills. Obviously, the toys will serve in multiple areas, but we would like to have your opinion as to their effectiveness.



A second bit of information which we would like to have is an *estimate* of how many people, teachers and/or parents will be reached by the dissemination effect the year following the distribution of the kits. This can be a difficult question to answer and so we are asking for three estimated numbers. The first is the number you feel quite certain will be in classes or instructed during the year, using the kit. The second is an estimate of the probable number and the third is the largest possible number of contacts.

For example, you plan to teach one class in parenting skills at a community college, the minimum class size is 12 (your first estimate) but you usually have 25 (your second estimate) and sometimes you have as many as 40 students (your third estimate).

We hope to do a follow-up study of the use of the parent kits and to do this we would like to have the names of parent educators (Level I) and parents who have seen (Level II) the kits and how they are used. We would appreciate it if you would list the names, addresses and telephone numbers of three of your "students" who would be willing to cooperate in a study to find out how these two methods of dissemination work out.

Name & Title
of Rater: _____

Tel. No. _____

Sponsoring Institution Address:

_____

_____

_____

1. I am primarily working with teachers ☐
   I am primarily working with parents ☐

2. I feel quite certain that I will be working with at least _____ parents/teachers using the parent kit.

3. I feel that I could expect, on the average, to be working with _____ parents/teachers using the parent kit.

4. Within the next year about the largest number of teachers/parents I could be working with would be _____.

5. Please indicate the effectiveness of each item listed in terms of helping the child in the developmental area given. A rating of 1 would correspond to "better than nothing" while a rating of 5 would be the equivalent of "extremely useful" to the teacher or parent in helping the child.

Perceptual

a) Sound Boxes	1	2	3	4	5
b) Color Cubes	1	2	3	4	5
c) Imaginary Animal Cards	1	2	3	4	5

Verbal

a) Telephones	1	2	3	4	5
b) Books	1	2	3	4	5
c) Imaginary Animal Cards	1	2	3	4	5

Motor

a) Color Cubes	1	2	3	4	5
b) Stringing Straws	1	2	3	4	5
c) Tape Measure	1	2	3	4	5

Conceptual

a) Cork Balls (Seriation)	1	2	3	4	5
b) Tape Measures	1	2	3	4	5

Please return this questionnaire in the enclosed envelope. Thank you for your participation.

6. The following parents ☐ or teachers ☐ have volunteered to participate in a follow-up study of the use and effectiveness of the Parent's Kits:

a) Name _____

Address: _____
Street

_____
City/State Zip code

tel. no. _____

b) Name _____

Address: _____
Street

_____
City/State Zip code

tel. no. _____

c) Name _____

Address: _____
Street

_____
City/State Zip code

tel. no. _____

I. Parents' Kits

A. The pilot project, home visits by trained aides using a kit of commercial materials (see report of pilot project), resulted in the attached evaluation of the toys and games included in that kit, as well as descriptions of the ideas and materials created by the aides and parents, at home and in workshops (also attached).

B. Based on these evaluations, the NUC staff selected and devised materials fulfilling the necessary skill requirements. Some were purchased commercially, others devised from "home" materials. The materials included were to be considered examples of the types of activities to be encouraged. The descriptions are those used to explain to kit-users the functions of the various materials.

The final kit included:

1. Commercial materials:

a. Plastic Dial Telephone -

The telephone encourages verbal skills. Verbal skills may also be developed through pretend games, using dolls or puppets made out of paper bags or old socks or pretend walkie-talkies.

b. Playskool Color Cubes -

These serve at least two purposes:

1. Sorting skills involved in putting all the blocks with triangles in one place, those with squares in another, etc.

ii. Motor skills involved in building.

Many materials can be used for building blocks, e.g., empty milk cartons or shoe boxes, cans. Many things may be sorted, different colored socks in the laundry, cards, poker chips, tableware (knives, forks, spoons), etc.

c. Tape Measure -

This teaches size perception and number concepts, as well as, in the process of measuring, manual dexterity. The eye can be used to gauge size difference, e.g., which stick is longer. Numbers can be learned in many ways - another good one is to ask children to circle all the 2s or 3s or 4s on the food page of the newspaper.

2. Improvised materials:

a. Cork Balls (5) -

These balls of varying sizes are not only fun to play with but they teach the concept of size differences; finally leading to seriation which is the ordering of items according to size, from largest to smallest or vice versa. Every home contains materials that can be similarly used, for example, different size glasses or bowls or cans or screws.

Description of Item: A plastic bag containing five (5) cork bobbers, of different sizes, used by fishermen.

b. Straws for Stringing -

Stringing develops motor skills and is an excellent example of hand-eye coordination. Many other things including macaroni, empty spools and beads can be strung by children. Finger dexterity can be taught through picking up items, e.g., cards from the floor, rice from the table.

Description of Item: A plastic bag containing pieces of striped plastic straws, a plastic needle threaded with orange yarn.

c. Sound Boxes -

These teach children to differentiate and classify sounds. Anytime there are sounds in the house, children can talk about which sound is louder or softer, higher or lower, etc.

Description of Item: Three plastic, capped

pharmaceutical vials; one containing sand, another rice, the third - paper clips.

d. Deck of Cards -

These cards were designed to encourage the development of verbal skills and to teach sorting by color and form. They will also stimulate the imagination. Obviously, parents and children can and should talk about all the things they see -- pictures in newspapers and magazines, television ads and programs, etc. Sorting, too, may be taught and practised using many household items.

Description of Item: Fifty-two (52) cards, 26 comprising a red alphabetical bestiary, 26 in blue, permitting matching by color or animal or name of animal.

3. Books:

a. English -

i. Clifford's Halloween, Norman Bridwell

ii. Rabbit and Skunk and the Big Fight, Carla Stevens

iii. Where Does the Butterfly Go When It Rains, May Garelick

(All books are published by Scholastic Books, New York).

b. Spanish -

i. El Palo de Popa

ii. La Miel

iii. Popa

(All books are published by the Dissemination Center for Bilingual Bicultural Education, Austin, Texas, 78721).

The materials were packed in an attractive, stout box, brightly labeled Recipes for Reading (sample attached). The boxes were packed, as were the individual improvised materials, and the labels attached by the Occupational and Training Workshop, Washington, D. C., hiring retarded citizens to accomplish the tasks.

Also included in the kits were written materials for kit users which included:

a. Pamphlet designed to assist the kit demonstrator (see attached sample).

b. Questionnaire designed by dissemination evaluator, Maure Hurt, Jr., Ph.D., Social Research Group, George Washington University, to be returned to NUC for evaluation (sample is attached).